



Joseph R. Perry Elementary School

19231 Harding Lane • Huntington Beach, CA 92646 • (714) 962-3348 • Grades K-5

Dr. Renee L. Polk, Principal

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<http://perry-huntington-ca.schoolloop.com>

2014-15 School Accountability Report Card Published During the 2015-16 School Year



Huntington Beach City School District

20451 Craimer Lane
Huntington Beach, CA 92646
(714) 964-8888
<http://perry-huntington-ca.schoolloop.com/>

District Governing Board

Bridget Kaub
Bridget Kaub
Paul Morrow, Ed. D.
Brian E. Rechsteiner
Rosemary Saylor

District Administration

Gregory Haulk
Superintendent
Jennifer Shepard
**Assistant Superintendent
Educational Services**

Patricia Hager
**Assistant Superintendent
Human Resources**

Jon M. Archibald
**Assistant Superintendent
Administrative Services**

School Description

Welcome to Perry Elementary School! This report will provide parents and community members with information regarding achievement, resources, interventions, students and staff. We strive to ensure Perry is a welcome environment made only stronger by parent contributions. Collaboration with parents is a key to student success.

PERRY ELEMENTARY SCHOOL MISSION STATEMENT:

Perry School will be an inspirational catalyst for the community unifying parents, teachers, and students to share, develop and grow as life long learners. Perry School will promote individuality, the acceptance of diversity, and the formation of discipline, responsibility, courage, and commitment. Parents will be an integral part of their student's academic success. Students will maintain high academic and moral standards, be critical thinkers and problem solvers; thus enabling them to be confident, productive citizens.

PERRY ELEMENTARY SCHOOL VISION STATEMENT:

We envision Perry Elementary School as a place where staff:

- Work together in collaborative teams.
- Implement strategies to monitor and improve student achievement with ongoing, research based strategies.
- Demonstrate a personal commitment to the academic success and general well being of all students.
- Encourage responsibility, fairness, caring, citizenship, trustworthiness, and respect.
- Work together to develop a strong partnership with families
- Provide a safe and nurturing environment.

J.R. Perry has a long-standing tradition of excellence. Test scores continue to increase due to the dedication of all of the staff and their ability to reach all students. The staff at Perry School is highly qualified and engages in on-going learning of the best interventions and research-based programs available to increase student achievement. Reading success has been the main focus for students and teachers. Teachers are skilled at assessing, diagnosing, and delivering instruction in the five areas of reading: Phonemic awareness, phonics, fluency, vocabulary, and comprehension. Direct Interactive Instruction (DII) is also used as an instructional technique to support the implementation of the Common Core State Standards. STMath (Jiji), Number talks, and Cognitively-Guided Instruction (CGI) are being used to support the core math instruction. Social Studies and science uses hands-on, inquiry-based techniques to make the curriculum come alive. All of the subject areas are supported by the use of technology. The staff carefully reviews intervention programs and teaching strategies so they can increase their repertoire of skills to meet the individual needs of students.

In addition, the staff, students, families, and community members at Perry Elementary have responded to the needs of our diverse student population by implementing a school-wide Science, Technology, Engineering, and Mathematics (STEM) program. The Perry K-5 STEM program is also coupled with model practices of interdisciplinary integration of the Next Generation Science Standards (NGSS). In alignment with our district's LCAP and the state of California's initiative to advance students' understanding of Science, Technology, Engineering, and Mathematics. Perry Elementary students are continuing to learn to become problem solvers, innovators, creators, and collaborators. STEM is being used as a vehicle to engage, motivate, and to create meaning for students. Professional Learning Communities and data driven instructional practices are ongoing practices that support student-learning objectives. Fifth grade science CST scores, benchmark data, and qualitative data reveal promising evidence that supports the school's STEM and NGSS implementation.

All students are accepted and welcomed at Perry School. Perry school is proud of the diversity in ethnicity, economics, and learning styles. Perry School offers a program for the Gifted and Talented Education (GATE) , English Language Learners, Title 1 students, and Special Education. Offerings in special education are combined creatively for the best possible Individual Education Plan (IEP) using speech, specialized academic instruction, mainstreaming into regular education classes, full inclusion, social skills groups, occupational therapy, and/or adaptive P.E. to meet each child's unique needs. We work with the entire student population using the 40 Developmental Assets Programs and Second Step, a bully prevention program. We teach students that it is their right to be safe and happy at school and the need to respect others rights to have the same.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school at (714) 962-3348 or the district office.

2014-15 Student Enrollment by Grade Level	
Grade Level	Number of Students
Kindergarten	178
Grade 1	58
Grade 2	57
Grade 3	57
Grade 4	63
Grade 5	55
Total Enrollment	468

2014-15 Student Enrollment by Group	
Group	Percent of Total Enrollment
Black or African American	0.4
Asian	6.8
Filipino	1.3
Hispanic or Latino	45.7
Native Hawaiian or Pacific Islander	0.9
White	35
Two or More Races	9.6
Socioeconomically Disadvantaged	50.6
English Learners	27.1
Students with Disabilities	17.5
Foster Youth	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials			
Joseph R. Perry Elementary School	13-14	14-15	15-16
With Full Credential	21	21	20.8
Without Full Credential	0	0	0
Teaching Outside Subject Area of Competence	0	0	0
Huntington Beach City School District	13-14	14-15	15-16
With Full Credential	♦	♦	264.8
Without Full Credential	♦	♦	0
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at this School			
Joseph R. Perry Elementary School	13-14	14-15	15-16
Teachers of English Learners	0	0	0
Total Teacher Misassignments	0	0	0
Vacant Teacher Positions	0	0	0

* "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc. Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers

2014-15 Percent of Classes In Core Academic Subjects Core Academic Classes Taught by Highly Qualified Teachers		
Location of Classes	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
Districtwide		
All Schools	99.4	0.6
High-Poverty Schools	100.0	0.0
Low-Poverty Schools	99.4	0.6

* High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Pursuant to the settlement of Williams vs. the State of California, Huntington Beach City School District thoroughly inspected each of its school sites at the start of the 2015-16 school year to determine whether or not each school had sufficient and good quality textbooks, instructional materials, and/or science laboratory equipment.

All students, including English Learners, are required to be given their own individual textbooks and/or instructional materials (in core subjects), for use in the classroom. Additionally, all textbooks and instructional materials used within the District must be aligned with the California State Content Standards and frameworks, with final approval by the Board of Education.

Textbooks and Instructional Materials	
Year and month in which data were collected: September 2015	
Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Houghton Mifflin Adoption Year: 2003 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Mathematics	Houghton Mifflin Adoption Year 2002 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
Science	Pearson Scott Foresman Adoption Year: 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%
History-Social Science	Houghton Mifflin - 2-5 Adoption Year: 2007 Scott Foresman - K-1 Adoption Year: 2007 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0.0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Perry School, constructed in 1964, consists of six separate buildings including an administration building with office and library, a multipurpose room, four classroom buildings, with 28 total classrooms, two computer labs, and a new media/technology room that is adjacent to the library. The site also has 4 portable classrooms added in the 1990's and a YMCA portable building used for before and after school child care.

This site has been retrofit with energy efficient interior and exterior lighting.

Improvements completed during 2014 included slurry and striping of playground area, new concrete and artificial turf areas with five new benches around the multipurpose room, removal of wooden ball wall, placement of a storage container in the preschool/kindergarten area and the addition of air conditioning in the new computer room.

Facilities are inspected continuously by custodial and maintenance personnel and work orders are submitted as needed to address any concerns.

School Facility Good Repair Status (Most Recent Year)
Year and month in which data were collected: August 26, 2014

System Inspected	Repair Status				Repair Needed and Action Taken or Planned
	Good	Fair	Poor		
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X				
Interior: Interior Surfaces	X				
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X				
Electrical: Electrical	X				
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X				
Safety: Fire Safety, Hazardous Materials	X				
Structural: Structural Damage, Roofs	X				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X				
Overall Rating	Exemplary	Good	Fair	Poor	
		X			

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

CAASPP Results for All Students - Three-Year Comparison									
Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Science	82	58	81	88	85	84	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results for All Students			
Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
ELA	33	71	44
Math	33	63	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	2014-15 Percent of Students Meeting Fitness Standards		
	4 of 6	5 of 6	6 of 6
5	17.90	17.90	17.90

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
All Students in the LEA	84
All Student at the School	81
Male	90
Female	73
Black or African American	--
Asian	--
Filipino	--
Hispanic or Latino	73

2014-15 CAASPP Results by Student Group	
Group	Percent of Students Scoring at Proficient or Advanced
	Science (grades 5, 8, and 10)
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	76
Foster Youth	--

* Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	63	62	98.4	34	32	21	13
	4	65	63	96.9	52	21	19	8
	5	59	58	98.3	34	24	24	16
Male	3	63	32	50.8	41	28	22	9
	4	65	33	50.8	48	21	21	9
	5	59	32	54.2	50	28	13	6
Female	3	63	30	47.6	27	37	20	17
	4	65	30	46.2	57	20	17	7
	5	59	26	44.1	15	19	38	27
Black or African American	5	59	1	1.7	--	--	--	--
Asian	3	63	1	1.6	--	--	--	--
	4	65	5	7.7	--	--	--	--
	5	59	6	10.2	--	--	--	--
Filipino	4	65	1	1.5	--	--	--	--
	5	59	1	1.7	--	--	--	--
Hispanic or Latino	3	63	43	68.3	44	33	16	7
	4	65	32	49.2	63	22	6	9
	5	59	33	55.9	42	27	21	6
Native Hawaiian or Pacific Islander	4	65	1	1.5	--	--	--	--
White	3	63	13	20.6	8	15	38	38
	4	65	17	26.2	65	12	24	0
	5	59	13	22.0	23	23	23	31
Two or More Races	3	63	5	7.9	--	--	--	--
	4	65	7	10.8	--	--	--	--
	5	59	4	6.8	--	--	--	--

**School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
Socioeconomically Disadvantaged	3	63	42	66.7	38	38	17	7
	4	65	42	64.6	62	24	12	2
	5	59	34	57.6	41	26	24	9
Students with Disabilities	3	63	8	12.7	--	--	--	--
	4	65	12	18.5	83	17	0	0
	5	59	20	33.9	75	15	5	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

**School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven**

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	63	62	98.4	32	31	31	6
	4	65	63	96.9	27	37	27	10
	5	59	58	98.3	43	31	24	2
Male	3	63	32	50.8	31	31	31	6
	4	65	33	50.8	18	33	33	15
	5	59	32	54.2	59	25	13	3
Female	3	63	30	47.6	33	30	30	7
	4	65	30	46.2	37	40	20	3
	5	59	26	44.1	23	38	38	0
Black or African American	5	59	1	1.7	--	--	--	--
Asian	3	63	1	1.6	--	--	--	--
	4	65	5	7.7	--	--	--	--
	5	59	6	10.2	--	--	--	--
Filipino	4	65	1	1.5	--	--	--	--
	5	59	1	1.7	--	--	--	--
Hispanic or Latino	3	63	43	68.3	40	35	23	2
	4	65	32	49.2	34	34	25	6
	5	59	33	55.9	58	27	15	0
Native Hawaiian or Pacific Islander	4	65	1	1.5	--	--	--	--

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3	63	13	20.6	15	15	54	15
	4	65	17	26.2	35	35	24	6
	5	59	13	22.0	23	46	23	8
Two or More Races	3	63	5	7.9	--	--	--	--
	4	65	7	10.8	--	--	--	--
	5	59	4	6.8	--	--	--	--
Socioeconomically Disadvantaged	3	63	42	66.7	40	33	26	0
	4	65	42	64.6	33	38	24	5
	5	59	34	57.6	50	26	21	3
Students with Disabilities	3	63	8	12.7	--	--	--	--
	4	65	12	18.5	58	25	17	0
	5	59	20	33.9	75	25	0	0
Foster Youth	3	--	--	--	--	--	--	--
	4	--	--	--	--	--	--	--
	5	--	--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement

Parents and community members are always welcome to visit Perry school and encouraged to assist in the classroom. Collaboration between home and school is necessary for students to succeed. Parents are also encouraged to attend parent/teacher conferences held annually in December.

We hope families will find Perry a welcome environment made only stronger by everyone's contributions. Perry invites parents to be a part of the School Site Council (SSC), the Parent Teacher Association (PTA), Title I, District English Learner Advisory Committee (DELAC) / District Advisory Committee (DAC) and/ or volunteer in the classroom. Community members are also invited to join and support the Huntington Beach Education Foundation (HBEF), a joint business and educational partnership which provides funding for teacher mini-grants, classroom speakers and supplemental materials.

Information about other opportunities for parents to be involved at Perry are communicated through the school's website and through a weekly "eblast" sent out by the principal.

Please contact the school principal, Dr. Renee Polk, 714-962-3348, to find out more about how to be involved in your child's education.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates, pupil expulsion rates; and other local measures on the sense of safety.

School Safety Plan

The school site safety plan is reviewed and updated each year. The plan is reviewed by staff and the PTA. The School Site Council approves this plan each year. The key elements of the plan are covered by four broad goals:

Goal #1: All students and staff members are provided a safe teaching and learning environment.

Goal #2: All students are safe and secure while at school, when traveling to and from school, and when traveling to and from school related activities.

Goal #3: District programs and approved community resources are made available to students and parents.

Goal #4: Schools provide the educational environment where students, parents, staff, and community members shall effectively communicate in a manner that is respectful to all cultural, racial and religions backgrounds.

Many people visit the campus to volunteer in the classroom and participate in school events. Parents and visitors are required to check in at the school office upon arrival and obtain a visitors badge; visitors are required to return to the school office upon departure. During lunch, recesses, and before and after school, yard supervisors and teachers monitor students and school grounds, including the cafeteria and playgrounds, to ensure a safe and orderly environment. The Comprehensive Safe School Plan was developed by the district to comply with Senate Bill 187 (SB 187) of 1997. The plan provides students and staff a means of ensuring a safe and orderly learning environment and includes the following requirements of SB 187: current status of school crime; child abuse reporting procedures; disaster procedures, routine and emergency; policies related to suspension and expulsion; notification to teachers; sexual harassment policy; provision of a school-wide dress code; safe ingress and egress of pupils, parents, and school employees; safe and orderly school environment; and school rules and procedures.

The school evaluates the plan annually and updates it as needed. Safety procedures, including elements of the Safe School Plan, are reviewed with school and district staff in the fall, at the start of each school year. The plan was last updated and reviewed with school staff in September of 2015.

The district progressively addresses structural needs at each school to ensure facilities are safe and comply with education codes as well as building and safety regulations. Improvements at the Perry campus include working with the City of Huntington Beach Police Department to stay current in practicing the best safety procedures in the event of an armed intruder on the school site.

Suspensions and Expulsions			
School	2012-13	2013-14	2014-15
Suspensions Rate	4.89	4.61	4.30
Expulsions Rate	0.00	0.00	0.00
District	2012-13	2013-14	2014-15
Suspensions Rate	1.85	1.86	2.40
Expulsions Rate	0.00	0.00	0.03
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2014-15 Adequate Yearly Progress Overall and by Criteria			
AYP Criteria	School	District	State
English Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient	N/A	N/A	N/A
Made AYP Overall	Yes	Yes	Yes
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	N/A	Yes

2015-16 Federal Intervention Program		
Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2012-2013	2012-2013
Year in Program Improvement	Year 2	Year 2
Number of Schools Currently in Program Improvement	4	
Percent of Schools Currently in Program Improvement	100.0	

Average Class Size and Class Size Distribution (Elementary)

Average Class Size				Number of Classrooms*								
				1-20			21-32			33+		
Grade	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
K	26	27	26	1	1	1	5	5	6			
1	27	28	28				2	2	2			
2	27	30	25				3	2	2			
3	30	32	21			1	1	2	2			
4	30	34	30				2		2		1	
5	24	24	20	1	1	1	2	2	2			
Other	11	11		2	1							

Academic Counselors and Other Support Staff at this School

Number of Full-Time Equivalent (FTE)

Academic Counselor	N/A
Counselor (Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	N/A
Library Media Services Staff (Paraprofessional)	.75
Psychologist	.6
Social Worker	N/A
Nurse	N/A
Speech/Language/Hearing Specialist	1.2
Resource Specialist	N/A
Other	N/A
Average Number of Students per Staff Member	
Academic Counselor	N/A

* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Professional Development provided for Teachers

The teaching/learning interaction is the cornerstone of a good instructional program leading to student academic success. To improve the quality of the program, Perry School staff engage in staff development. Teaching is an ongoing combination of art and skill and requires teachers to continually update their craft with the best teaching practices based on research. All training and curriculum development at Perry School revolves around the Common Core State Standards. Just as we hope for Perry students, Perry teachers are lifelong learners.

Huntington Beach City School District regularly collaborates with all levels of district and school site staff when developing professional development activities in alignment with the No Child Left Behind Improving Teacher Quality Expectations. District and school administrators use site trend analysis, state testing, district-level assessments, teacher response, and administrator observations to identify more effective methods and strategies to achieve positive results for teachers and students.

The Assistant Superintendent of Educational Services and principals meet monthly to analyze current instructional programs, instructional materials, implementation timelines, and student achievement. Feedback is gathered at the site level through direct input and staff observation. Periodic Curriculum Development Committees are formed to address identified areas of need and focus. Three mandatory staff development days are normally held during the school year. District-level training activities and professional development are based both on school site needs and district needs. Currently, Cognitively Guided Instruction (CGI), Direct Interactive Instruction (DII), Number Talks, Spatial Temporal (ST) Math, and the implementation of the Common Core State Standards are focus areas for staff development.

On an annual basis, the Perry school staff looks at the district and state assessment data, classroom portfolios, and work samples to determine the needs of students. Each grade level makes recommendations for new additional strategies, training, or supplemental materials that may help students in the learning process. Teachers align classroom curriculum to ensure that all students either meet or exceed the Common Core State Standards objectives. Articulation between grade levels helps to give consistency to the school program. Currently, the topics for staff development at Perry School include:

Science Works, Technology, Research-based Title I Strategies, Cognitively Guided Instruction (CGI), Guided Language Acquisition Development (GLAD), Number Talks, ST Math, Strategies for Reading and Writing by Nancy Fetzner, Response to Intervention (RTI), Thinking Maps, Write From the Beginning, Path to Proficiency, and Direct Interactive Instruction (DII). J.R. Perry is also continuing to work on best practices with the implementation of the Common Core State Standards and the Next Generation Science Standards (NGSS).

A portion of school funds is used to enable staff members to attend teaching seminars and other events designed to enhance their teaching techniques and expand their knowledge base. Teachers new to the profession are supported by peer coaching and are encouraged to attend in-services offered by the West Orange County Consortium for Special Education or education consultants. Teachers are encouraged to attend subject-specific seminars and major conferences and share what they learn with other staff members. The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

Classified staff and instructional assistants are provided training and development opportunities at the school, district, and county levels. In-services for classified staff are geared to their specialty areas.

FY 2013-14 Teacher and Administrative Salaries		
Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$43,038	\$43,091
Mid-Range Teacher Salary	\$81,044	\$70,247
Highest Teacher Salary	\$98,852	\$89,152
Average Principal Salary (ES)	\$122,672	\$112,492
Average Principal Salary (MS)	\$119,284	\$116,021
Average Principal Salary (HS)		\$117,511
Superintendent Salary	\$200,510	\$192,072
Percent of District Budget		
Teacher Salaries	45%	41%
Administrative Salaries	6%	6%

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low income, low-achieving students, and other designated students with special needs. Perry School uses Title I funds to assist students identified as failing, or most at risk of failing, to meet the State Board of Education content standards. Information regarding Title I designation assists parents and the school community to understand the impact NCLB will have on Perry School. NCLB Requires evaluation of student performance both school wide and by specific subgroups within the student population. A Title 1 support teacher, Imagine Learning, Accelerated Reader, 6 minute solution, Read Naturally, Thinking Maps, Nancy Fetzer reading and writing strategies, Corrective Reading, Reading Mastery, and McGraw Hill: "My Math" ancillary materials are being implemented.

Perry School also receives Local Control Funding Formula (LCFF) funding to support those students who are designated as an English Language Learner as determined by the California English Language Development Test (CELDT). This funding is used for an English Language support aide and partially funds a certificated teacher to assist our English Language learners. This funding also supports programs such as Language for Learning, Thinking and Writing, Houghton Mifflin 'Medallions,' and Path to Proficiency.

The Beginning Teacher Support and Assessment (BTSA) program offers additional support and opportunities to new teachers. The program is designed to assist those new to teaching to expand and deepen their teaching skills, help the school district retain more new teachers, and improve learning opportunities for students.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

FY 2013-14 Expenditures Per Pupil and School Site Teacher Salaries				
Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Restricted	Unrestricted	
School Site	5634.12	1497.07	4137.05	74048
District	♦	♦	1544.10	80000
State	♦	♦	\$5,348	\$72,993
Percent Difference: School Site/District			167.9	-7.4
Percent Difference: School Site/ State			-22.6	1.4

* Cells with ♦ do not require data.